
Visual Arts Standards of Learning

**for
Virginia
Public Schools**



**Board of Education
Commonwealth of Virginia**

May 2000

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Public Schools

**Adopted in May 2000 by the
Board of Education**

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Foreword

The Standards of Learning in this publication represent a major development in public education in Virginia. These standards were adopted in May 2000 by the Virginia Board of Education to emphasize the importance of instruction in the fine arts—music, dance arts, theatre arts, and visual arts.

The Music, Dance Arts, Theatre Arts, and Visual Arts Standards of Learning are an important part of Virginia's efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the ability to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, imagine, and create.

Copies of the Standards of Learning were distributed to public schools throughout Virginia for teachers to use in developing curricula and lesson plans to support the standards. The standards are minimum requirements in the fine arts that set reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

The Standards of Learning for the fine arts were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, museum personnel, parents, and students. These individuals assisted the Department of Education in developing and reviewing draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at five sites across the state.

A major objective of Virginia's educational agenda is to give the citizens of the commonwealth a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Standards of Learning continue the process for achieving that objective.

Table of Contents

Visual Arts Standards of Learning

Introduction	3
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Grades K-5

Kindergarten	7
Grade One	9
Grade Two	11
Grade Three	13
Grade Four	15
Grade Five	17

Grades 6-8

Grade Six	19
Grade Seven	21
Grade Eight	23

Grades 9-12

Art I: Art Foundations	25
Art II: Intermediate	27
Art III: Advanced Intermediate	29
Art IV: Advanced	31

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Introduction

The Visual Arts Standards of Learning identify the content and skills required as essential components of the visual arts curriculum at each grade level for Virginia's public schools. Standards are identified for kindergarten through grade eight and for four core high school courses, and are designed to be cumulative. They progress in complexity by grade level from kindergarten through the sequence of high school courses.

Throughout a student's visual arts education, specific content strands or topics are included. These strands are visual communication and production, cultural context and art history, judgment and criticism, and aesthetics. It is through the acquisition of these concepts, content, and skills that the goals for the visual arts can be realized. A comprehensive visual arts education program provides students with multiple means of expression as well as analytical skills to evaluate information that is conveyed by images and symbols.

The standards are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond these standards and to select instructional strategies and assessment methods appropriate for their students.

Goals

The content of the Visual Arts Standards of Learning is intended to support the following goals that will enable students to:

- Select and use art media, subject matter, and symbols for expression and communication;
- Know the elements of art and the principles of design and how they are used in the visual arts;
- Solve visual arts problems with originality, flexibility, fluency, and imagination;
- Understand the relationship of the visual arts to history, culture, and other fields of knowledge;
- Use materials, methods, information, and technology in a safe and ethical manner;
- Perceive, reflect upon, and evaluate the characteristics, purposes, and merits of their work and the work of others;
- Identify, analyze, and apply criteria for making visual aesthetic judgments; and
- Develop an aesthetic awareness and personal philosophy regarding nature, meaning, and value in the visual arts.

Visual Communication and Production

Students will develop and communicate ideas by choosing and evaluating subject matter and symbols. They will develop fluency in visual, oral, and written communication using art vocabulary and concepts. Through art production, students will express ideas and feelings in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students also will demonstrate safe and ethical practices in the use of art materials, tools, techniques, and processes.

Cultural Context and Art History

Students will see the visual arts in relation to history and culture through the investigation of works of art from different times and different places. Through the study of works of art and the artists who produced them, students will learn to appreciate the role the visual arts play in communicating historical and cultural beliefs and ideals.

Judgment and Criticism

Students will examine works of art and make informed judgments about the works of art based on established visual arts criteria. Through the understanding of visual arts principles and processes, they will be able to use a variety of thinking frames to analyze the visual qualities and interpret the meaning of works of art. They will also employ critical evaluation skills in the production of their works of art.

Aesthetics

Students will reflect on and analyze their personal responses to the expressive and communicative qualities of works of art. They will understand that their background, knowledge, and experiences influence their feelings and emotions. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art based on their dual roles as both creator and viewer of art.

K-12 Safety

In implementing the Visual Arts Standards of Learning, students must know how to follow safety guidelines; demonstrate appropriate classroom safety techniques; and use materials, equipment, tools, and art spaces safely while working individually and in groups.

Safety must be given the highest priority in implementing the K-12 instructional program for visual arts. Correct and safe techniques, as well as wise selection of resources, materials, and equipment appropriate to age levels, must be carefully considered with regard to the safety precautions for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollments should not exceed the designed capacity of the room.

Teachers must be knowledgeable of the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous prior to their use in an instructional activity. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in pre-kindergarten through grade six or up to twelve years of age. All hazardous art materials are required to be tested by the manufacturer and exhibit safety labeling: “Conforms to ASTM D-4236,” “Conforms to ASTM Practice D-4236,” or “Conforms to the health requirements of ASTM D-4236.”

Toxic materials can be more harmful to children than to adults. Since children are still growing and developing, their bodies can more readily absorb toxic materials that can cause more damage than in adults. Since children are smaller, an amount of a toxic material would be more concentrated than in an adult’s body. Children are also at higher risk because of their behavior. Children may not understand why it is important to be careful when using harmful materials. Also, some young children may put things in their mouths or swallow them. Toxic materials can enter the body in three different ways: inhalation, ingestion, or through

the skin. If toxic material does enter the child's body, it can result in an acute illness, chronic illness, cancer, allergic reaction, or death.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be reviewed to avoid potential safety problems.

1. Avoid certain materials from student's art supplies for students in pre-kindergarten through grade six or up to twelve years of age. The general rules are listed below:
 - no dust or powders;
 - no chemical solvents or solvent-containing products;
 - no aerosol spray cans, air brushes, and so forth;
 - no acids, alkalis, bleaches, or other corrosive chemicals;
 - no donated or found materials unless ingredients are known;
 - no old materials—they may be more toxic and have inadequate labeling; and
 - no lead, metals, or cadmium products—these can be found in paints, glazes, metal work, and stained glass.

Substitution of nontoxic materials for hazardous materials should be made a priority where feasible with students over twelve years of age.

2. Treat high-risk students with special care and attention. Students who are physically or mentally disabled are at greater than normal risk from toxic materials. High-risk children include those who have visual or hearing problems, physical disabilities, asthma, take medication, or are emotionally disturbed. These high-risk students need special attention when using potentially harmful art supplies.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says "nontoxic," do not assume that it is completely safe. Art materials must contain one of the three ASTM-D 4236 labels listed above for assurance that they are safe products. If containers are changed, be sure to label the new container.
4. Purchase products in small containers. Smaller amounts of a product mean less exposure to the product. Also, larger amounts often are not readily used up. Leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Arts educators are responsible for the art materials they order and the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom. Teachers of students twelve years of age or older should avoid the use of toxic hazardous art materials.

Kindergarten

The standards for kindergarten serve as building blocks for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development using a problem-solving approach. Students will learn that art is a personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students will understand that their works of art are unique and valuable as self-expressions.

Visual Communication and Production

- K.1 The student will create works of art that represent personal solutions to art problems.
- K.2 The student will demonstrate self-expression through creation of works of art.
- K.3 The student will identify and use
 - 1. colors—red, blue, yellow, green, orange, violet, brown, black, and white;
 - 2. textures—sight and touch;
 - 3. line and line characteristics—straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal;
 - 4. shape—circle, square, triangle, rectangle, and oval; and
 - 5. patterns—natural and man-made.
- K.4 The student will create a work of art that commemorates a personal or historical event.
- K.5 The student will make a work of art that depicts a specific animal or plant.
- K.6 The student will create a self-portrait.
- K.7 The student will identify objects within the environment that occupy space.
- K.8 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
- K.9 The student will describe the sequence of steps in the making of a work of art.
- K.10 The student will manipulate three-dimensional art materials—pinch, pull, squeeze, twist, pound, and roll.
- K.11 The student will demonstrate motor skills in painting, pasting, gluing, folding, cutting, modeling, printing, and stamping.

Cultural Context and Art History

- K.12 The student will identify people who make art as artists (e.g., painters, sculptors, printmakers, architects, graphic designers).
- K.13 The student will identify the purposes for creating works of art.

K.14 The student will discuss the concept that all cultures create works of art.

Judgment and Criticism

K.15 The student will look at, describe, and respond to works of art.

K.16 The student will classify objects in the environment by using color, texture, line, shape, and pattern.

Aesthetics

K.17 The student will discuss and explain ideas and expressions in personal works of art.

K.18 The student will select a preferred work of art from among others and explain why it was chosen.

K.19 The student will discuss thoughts, experiences, and feelings expressed in works of art.

Grade One

The standards for grade one continue to emphasize that the visual arts are about ideas. Development continues in cognitive, sensory, affective, and motor domains. Standards will continue to emphasize the language of art. Art production will focus on increased communication, self-expression, and the depiction of stories and events. Students will learn that people have different responses to the visual arts.

Visual Communication and Production

- 1.1 The student will recognize and discuss various solutions to a single art problem.
- 1.2 The student will use the senses of vision, touch, and hearing as inspirations for works of art.
- 1.3 The student will identify and use
 - 1. primary colors—red, blue, and yellow;
 - 2. line and line variations—zig-zag, dotted, wavy, and spiral;
 - 3. texture—visual and tactile;
 - 4. shape—geometric and organic; and
 - 5. patterns—alternating and repeating.
- 1.4 The student will create works of art inspired by spoken and written stories and poems.
- 1.5 The student will create art from real and imaginary sources of inspiration.
- 1.6 The student will use past experiences and simulated situations as subject matter in works of art.
- 1.7 The student will demonstrate the ability to recognize size relationships.
- 1.8 The student will develop eye/hand coordination by drawing and constructing.
- 1.9 The student will observe and depict plants, animals, and people in a landscape work of art.
- 1.10 The student will demonstrate motor skills by weaving, tearing, and folding.

Cultural Context and Art History

- 1.11 The student will recognize and describe how art is an integral part of one's own culture.
- 1.12 The student will identify and describe works of art that communicate feelings, ideas, and information.
- 1.13 The student will identify American cultural symbols and events depicted in art.

Judgment and Criticism

- 1.14 The student will discuss why viewers may have different responses to works of art.
- 1.15 The student will view works of art and describe similarities and differences between them.

- 1.16 The student will respond orally to works of art with reference to primary colors, line, texture, shape, and pattern.
- 1.17 The student will describe and discuss the visual qualities of works of art.

Aesthetics

- 1.18 The student will discuss the reasons why works of art have value.
- 1.19 The student will discuss various points of view regarding what art is and what purpose art serves.
- 1.20 The student will describe and discuss ideas and emotions communicated in works of art.

Grade Two

The standards for grade two focus on the acquisition of a reservoir of ideas for art making. Students will acquire ideas from their own experiences, their school, their communities, the environment, and the art of other cultures. Students will express these ideas using an increasing variety of art materials, skills, techniques, and processes.

Visual Communication and Production

- 2.1 The student will incorporate unanticipated results of art making into works of art.
- 2.2 The student will use literary sources to generate ideas for works of art.
- 2.3 The student will identify and use
 - 1. secondary colors—orange, violet, and green;
 - 2. shapes—geometric and organic; and
 - 3. three-dimensional forms—cube, cylinder, sphere, pyramid, and cone.
- 2.4 The student will communicate an environmental or historical theme in a work of art.
- 2.5 The student will create a still life work of art using inanimate objects as a visual source.
- 2.6 The student will depict objects in proportion within a work of art.
- 2.7 The student will collaborate with others to create a work of art.
- 2.8 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.
- 2.9 The student will create a three-dimensional work of art.
- 2.10 The student will create a work of art by manipulating clay.

Cultural Context and Art History

- 2.11 The student will compare the art, artifacts, and architecture of other cultures with that of their own.
- 2.12 The student will identify symbols that various cultures use to represent common themes.
- 2.13 The student will identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians.

Judgment and Criticism

- 2.14 The student will express opinions with supporting statements regarding works of art.
- 2.15 The student will categorize works of art by subject matter, including portrait, landscape, and still life.

- 2.16 The student will distinguish between natural objects and objects made by man in the environment.

Aesthetics

- 2.17 The student will discuss local public art and its value to the community.
- 2.18 The student will describe the meanings and feelings evoked by works of art.
- 2.19 The student will discuss the ways that the art of a culture reflects its people's attitudes and beliefs.

Grade Three

The standards for grade three emphasize learning through inquiry. Students will examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students will investigate the integral role of art and architecture within ancient cultures. Students will combine knowledge of ancient art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

Visual Communication and Production

- 3.1 The student will identify innovative solutions used by artists to solve visual problems.
- 3.2 The student will use various art processes and techniques to produce works of art.
- 3.3 The student will develop art ideas from alternative sources, including print, non-print, and technology.
- 3.4 The student will identify and use
 - 1. intermediate colors;
 - 2. warm and cool colors;
 - 3. positive and negative space;
 - 4. balance—symmetry and asymmetry; and
 - 5. pattern.
- 3.5 The student will compare and contrast organic and geometric shapes in works of art.
- 3.6 The student will create a work of art based upon interpretation of sensory experiences.
- 3.7 The student will create a functional work of art that reflects the contributions of Greco-Roman civilizations as found in artifacts.
- 3.8 The student will create the illusion of depth on a two-dimensional surface using overlapping, size variation, and placement in the picture plane.
- 3.9 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
- 3.10 The student will identify architectural forms that are variations of the cube, cylinder, sphere, pyramid, and cone.
- 3.11 The student will produce a work of art that communicates feelings.
- 3.12 The student will create a work of art in clay using the coil-building process.

Cultural Context and Art History

- 3.13 The student will discuss how history, culture, and the visual arts influence each other.
- 3.14 The student will identify distinguishing characteristics of landscape, seascape, and cityscape.

- 3.15 The student will compare and contrast architectural styles of ancient cultures, including Greece and Rome.
- 3.16 The student will identify works of art that reflect times, places, and cultures.
- 3.17 The student will explain the role of archaeology in learning about the art of past cultures.

Judgment and Criticism

- 3.18 The student will discuss why works of art have been interpreted in different ways throughout history.
- 3.19 The student will describe the problem-solving process involved in producing personal works of art using appropriate art vocabulary.
- 3.20 The student will discuss the difference between art and artifacts using appropriate art vocabulary.
- 3.21 The student will categorize works of art by subject matter, including portrait, landscape, still life, and narrative.
- 3.22 The student will analyze works of art for the use of
 - 1. rhythm;
 - 2. balance—symmetry and asymmetry; and
 - 3. spatial relationships—overlapping, size, proportion, and placement.

Aesthetics

- 3.23 The student will discuss how criteria used to value art varies from one culture to another.
- 3.24 The student will examine the relationship between beauty and function in the artifacts of a culture.
- 3.25 The student will identify common attributes in works of art produced by artists within one culture.
- 3.26 The student will develop and describe personal reasons for valuing works of art.

Grade Four

The standards for grade four continue to emphasize the elements of art and the principles of design as the basic building blocks for art appreciation and production. Students explore a range of materials and subject matter. Emphasis is on the importance of historic events and environment in Virginia from colonial times to the present. Students examine the influence of the past on contemporary culture.

Visual Communication and Production

- 4.1 The student will generate ideas for works of art through discussion.
- 4.2 The student will use thumbnail sketches to document thought processes when creating works of art.
- 4.3 The student will create a work of art that uses themes, ideas, and art forms from the past.
- 4.4 The student will identify and use the characteristics of color, including hue, tint, shade, and intensity.
- 4.5 The student will identify and use variety, repetition, and unity in a work of art.
- 4.6 The student will identify and use a variety of lines in a work of art.
- 4.7 The student will describe and use hand-building techniques, including the slab method to make a ceramic work of art.
- 4.8 The student will identify positive and negative space in works of art.
- 4.9 The student will use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface.
- 4.10 The student will create an abstraction based upon an object in the environment.

Cultural Context and Art History

- 4.11 The student will compare and contrast abstract and realistic works of art.
- 4.12 The student will identify the characteristics of cultural diversity in works of contemporary art.
- 4.13 The student will identify the influences of ancient cultures on Early American architecture.
- 4.14 The student will evaluate the importance of arts, crafts, and artists in the fulfillment of basic human needs in Colonial Virginia.
- 4.15 The student will use research tools and procedures to investigate artists and their work.

Judgment and Criticism

- 4.16 The student will analyze works of art based on visual properties.
- 4.17 The student will distinguish among abstract, representational, and nonrepresentational works of art.
- 4.18 The student will identify and investigate ways that works of art from popular culture reflect the past and how they influence the present.
- 4.19 The student will support the selection of a work of art using appropriate art vocabulary.
- 4.20 The student will categorize works of art by subject matter, including portrait, landscape, still life, narrative, and genre.

Aesthetics

- 4.21 The student will discuss how personal beliefs influence responses to works of art.
- 4.22 The student will formulate questions about works of art from past or present cultures.
- 4.23 The student will select a preferred work of art from among others and defend the choice using appropriate art vocabulary.

Grade Five

The standards for grade five enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. Study relates to art produced by cultures from Pre-Columbian times to 1877. Students gain fluency in the use and understanding of the elements of art and the principles of design as they relate to artistic expression and communication.

Visual Communication and Production

- 5.1 The student will synthesize information to produce works of art.
- 5.2 The student will use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art.
- 5.3 The student will use the elements of art: line, shape, form, color, value, texture, and space to express ideas, images, and emotions.
- 5.4 The student will develop ideas for works of art by conducting research, making preliminary sketches, and constructing models.
- 5.5 The student will collaborate with others to produce a work of art that characterizes a historical time period.
- 5.6 The student will defend a position regarding a historical or contemporary issue through the production of a work of art.
- 5.7 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.
- 5.8 The student will use linear perspective in a work of art.
- 5.9 The student will emphasize spatial relationships in works of art.
- 5.10 The student will use art materials experimentally in expressive works of art.
- 5.11 The student will use a computer to produce a work of art.
- 5.12 The student will use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief.
- 5.13 The student will describe the changes that occur in clay during the ceramic process, including plastic, leatherhard, greenware, bisque, and glazeware.
- 5.14 The student will produce fiber art that reflects the qualities of the fiber art of another age, culture, or country.

Cultural Context and Art History

- 5.15 The student will compare art, architecture, and artifacts of a past culture with that of the present.
- 5.16 The student will identify the influences of historic events, subject matter, and media in works of art.
- 5.17 The student will research artists from a variety of cultures and the works of art they have produced.
- 5.18 The student will identify and discuss how American historical events influenced works of art, with emphases on Westward Expansion and the Civil War.
- 5.19 The student will research, compare, and contrast the art of two cultures using contemporary technology.

Judgment and Criticism

- 5.20 The student will compare and contrast art from various cultures and periods, including Pre-Columbian, African-American, Colonial American, and European using appropriate art vocabulary.
- 5.21 The student will discuss an artist's point of view based on evidence perceived in works of art.
- 5.22 The student will compare and contrast natural and constructed environments.

Aesthetics

- 5.23 The student will discuss how criteria used to value art varies over time within the same culture.
- 5.24 The student will describe a valued object within the culture of today in terms of aesthetic preferences.
- 5.25 The student will articulate reasons for establishing preferences among works of art using appropriate art vocabulary.

Grade Six

The standards for grade six emphasize exploration. Using the elements of art and the principles of design as a framework, students investigate a variety of experiences and concepts. Students explore various two-dimensional and three-dimensional art media using a variety of expressive and technical approaches. Students are brought to understand the factors that distinguish artistic styles that clarify the role of art in American culture. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards for grade six, students will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.

Visual Communication and Production

- 6.1 The student will solve design problems using color relationships selected from the color wheel.
- 6.2 The student will use the principles of design to express ideas and create images, including proportion, rhythm, balance, emphasis, variety, and unity.
- 6.3 The student will use one-point perspective to create the illusion of depth in a two-dimensional drawing.
- 6.4 The student will use visual memory skills to produce a work of art.
- 6.5 The student will use appropriate art media and techniques to create both visual and tactile textures in works of art.
- 6.6 The student will use chiaroscuro to create the illusion of form in a work of art.
- 6.7 The student will produce a kinetic work of art.
- 6.8 The student will utilize fantasy as a means of expression in works of art.
- 6.9 The student will create original works of art using computer graphics and computer-generated text.

Cultural Context and Art History

- 6.10 The student will identify the components of an artist's style, including materials, design, methods, and subject matter.
- 6.11 The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating major art movements to changes in science and technology.
- 6.12 The student will identify the contributions of artists to society.

Judgment and Criticism

- 6.13 The student will discuss the ways that art can be persuasive.
- 6.14 The student will discuss the elements of art, the principles of design, art techniques, and art media as they influence meaning in works of two-dimensional and three-dimensional art.
- 6.15 The student will demonstrate inquiry skills and appropriate art vocabulary for
 - 1. describing works of art;
 - 2. responding to works of art;
 - 3. interpreting works of art; and
 - 4. evaluating works of art.
- 6.16 The student will discuss the ideas and emotions expressed in works of art using appropriate art vocabulary.
- 6.17 The student will identify the relationship between art processes and final solutions.
- 6.18 The student will identify and examine ethical standards in the use of
 - 1. print and digital images;
 - 2. materials protected by copyright; and
 - 3. information technology.

Aesthetics

- 6.19 The student will respond to works of art and analyze responses in terms of cultural and visual meaning.
- 6.20 The student will generate philosophical questions regarding meanings in works of art.
- 6.21 The student will describe the manner in which the belief systems of a viewer may influence contemplation of works of art.
- 6.22 The student will explain orally and in writing, the means by which visual art evokes sensory and emotional responses.

Grade Seven

The standards for grade seven continue to emphasize exploration, analysis, and investigation of the creative process. Students develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. Students acquire knowledge that permits them to identify art styles and the periods to which they belong. In addition, they become aware of a variety of art careers that they may consider. They develop inquiry skills and vocabulary as they explore the meaning of works of art through analysis of subject matter, themes, and symbols. Students develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.

Visual Communication and Production

- 7.1 The student will identify and use analogous, complementary, and monochromatic color relationships in works of art.
- 7.2 The student will create the illusion of movement in two-dimensional and three-dimensional works of art.
- 7.3 The student will apply the elements of art and the principles of design in two-dimensional and three-dimensional works of art, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity.
- 7.4 The student will use line variations, including directionality, width, and implied line to create contrasting qualities in a composition.
- 7.5 The student will communicate information and ideas through illustration.
- 7.6 The student will create the illusion of depth in two-dimensional works of art using a variety of the following devices:
 - 1. overlapping;
 - 2. atmospheric perspective;
 - 3. diminishing size and detail; and
 - 4. object placement in the picture plane.
- 7.7 The student will create contour line drawings that demonstrate perceptual skill.
- 7.8 The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing.
- 7.9 The student will create two-dimensional and three-dimensional works of art emphasizing one of the elements of art.
- 7.10 The student will create three-dimensional works of art using geometric forms.
- 7.11 The student will create works of art by representing and interpreting ideas from other fields of knowledge.

- 7.12 The student will use mechanical graphic arts instruments and devices to solve commercial design problems.
- 7.13 The student will create original works of art using computer design programs.
- 7.14 The student will use problem-solving skills to create a work of art that communicates ideas or emotions.

Cultural Context and Art History

- 7.15 The student will identify styles and themes in works of art from historical times and places.
- 7.16 The student will compare and contrast the characteristics of public art and monuments.
- 7.17 The student will compare various art careers and the methods of preparing for them.

Judgment and Criticism

- 7.18 The student will identify and examine the uses and impact of persuasive techniques in print and electronic media.
- 7.19 The student will explore and identify subjects, themes, and symbols as they relate to meaning in works of art.
- 7.20 The student will identify and examine criteria for judging works of art.
- 7.21 The student will identify and examine ethical and legal considerations in the use of appropriated images and information.
- 7.22 The student will analyze, interpret, and judge works of art based on the organization and manipulation of the elements of art and the principles of design using appropriate art vocabulary.
- 7.23 The student will compare and contrast the life experiences depicted in works of art from other cultures with personal experiences.
- 7.24 The student will identify the processes artists use to create works of art by analyzing rough sketches, drafts, and series.

Aesthetics

- 7.25 The student will analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.
- 7.26 The student will generate questions and possible answers to questions about works of art.
- 7.27 The student will describe ways that social and cultural beliefs can influence responses to works of art.
- 7.28 The student will describe personal sensory responses to the visual qualities of a work of art.

Grade Eight

The standards in grade eight focus on the synthesis and application of previously learned concepts. Using traditional and emerging technologies, students are able to apply more complex technical skills as they manipulate the elements of art and the principles of design, art media, and ideas. Students acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students produce works of art that are developed from preliminary ideas and sketches. They compare and contrast art from different world cultures and investigate how context can influence meaning. Students debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal aesthetic. The acquisition of these skills enables students to develop a world view, placing the discipline of art within a broader context, and relating it to other fields of knowledge.

Visual Communication and Production

- 8.1 The student will create works of art that emphasize specific formal color relationships.
- 8.2 The student will further expand and develop the use of the elements of art and the principles of design.
- 8.3 The student will use aerial perspective to create the illusion of depth in a two-dimensional drawing.
- 8.4 The student will use multiple-point perspective to create the illusion of depth in a two-dimensional drawing.
- 8.5 The student will use line to create value in a work of art.
- 8.6 The student will create three-dimensional works of art using a variety of themes and processes.
- 8.7 The student will identify and analyze the uses of typography in graphic arts.
- 8.8 The student will demonstrate skill in combining text and imagery using computer technology.
- 8.9 The student will create and maintain an art portfolio.
- 8.10 The student will apply ethical procedures in the execution of works of art.

Cultural Context and Art History

- 8.11 The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.
- 8.12 The student will describe and place a variety of works in historical and cultural contexts.
- 8.13 The student will identify the role of artists in mass media.
- 8.14 The student will identify major art movements and influential artists according to geography, culture, and historical period.

Judgment and Criticism

- 8.15 The student will analyze the effect the elements of art and the principles of design have on the communication of ideas.
- 8.16 The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.
- 8.17 The student will communicate how personal experiences influence critical judgments about works of art.
- 8.18 The student will critique personal work and the work of others in oral and written form using appropriate art vocabulary.
- 8.19 The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.

Aesthetics

- 8.20 The student will discuss and analyze the purposes, values, and meanings of works of art.
- 8.21 The student will formulate and respond to meaningful questions about works of art based upon observations and interpretations.
- 8.22 The student will describe personal sensory responses to the visual qualities of a work of art using appropriate art vocabulary.

Art I: Art Foundations

The standards for Art I: Art Foundations emphasize the development of abilities to recognize visual arts content, concepts, and skills to create, discuss, and understand original works of art. The standards represent a thematic approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics through which students will develop understanding and appreciation for the visual arts. Students will maintain a portfolio documenting their accomplishments. Students will select representative work to take to the next level of study. By the time students complete Art IV, the culminating portfolio will demonstrate quality, breadth of experience, technical skill, concentration, and growth over time.

Visual Communication and Production

- AI.1 The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.
- AI.2 The student will select representative works of art for a portfolio.
- AI.3 The student will produce works of art that demonstrate the experimental application of the elements of art and the principles of design.
- AI.4 The student will recognize and identify technological developments in the visual arts.
- AI.5 The student will demonstrate the use of technology and electronic media as artistic tools.
- AI.6 The student will produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media with emphases on drawing, painting, and sculpture.
- AI.7 The student will use a variety of subject matter and symbols to express ideas in works of art.
- AI.8 The student will create works of art that are original and represent personal expression.
- AI.9 The student will define and practice ethical procedures when producing works of art.
- AI.10 The student will demonstrate skill in preparing and displaying works of art.
- AI.11 The student will investigate a wide range of careers in the visual arts.

Cultural Context and Art History

- AI.12 The student will describe connections between media, elements of art, principles of design, themes, and concepts through historical and contemporary art.
- AI.13 The student will describe works of art using appropriate art vocabulary.
- AI.14 The student will identify and categorize works of art according to medium, period, style, and artist.

- AI.15 The student will identify features of a work of art that influence meaning, including media, subject matter, and formal choices.
- AI.16 The student will describe the role of mass media in influencing preference, perception, and communication.
- AI.17 The student will describe the function, purpose, and perceived meanings of specific works of art.
- AI.18 The student will identify and examine symbols in works of art and discuss possible reasons for their use.

Judgment and Criticism

- AI.19 The student will employ critical evaluation skills and use appropriate art vocabulary when evaluating and interpreting works of art.
- AI.20 The student will critique works of art with reference to the elements of art and the principles of design.
- AI.21 The student will analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating.
- AI.22 The student will differentiate between personal preference and informed judgment when discussing works of art.
- AI.23 The student will use established criteria to participate in critiques.
- AI.24 The student will describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole.
- AI.25 The student will classify works of art as representational, abstract, nonobjective, and conceptual.

Aesthetics

- AI.26 The student will discuss how aesthetics are reflected in everyday life.
- AI.27 The student will discuss ways that aesthetic responses to works of art differ from judgments.
- AI.28 The student will demonstrate in writing the ability to support personal criteria for making visual aesthetic judgments.
- AI.29 The student will discuss current problems and issues of the art world.
- AI.30 The student will study and describe the aesthetic properties found in works of art.
- AI.31 The student will speculate on the intentions and choices of those who created a work of art.
- AI.32 The student will discuss art from a variety of aesthetic stances, including formalism, expressionism, contextualism, and imitationalism.

Art II: Intermediate

The standards for Art II: Intermediate extend and refine abilities to investigate and respond to the visual arts. The standards emphasize the importance of content, concepts, and skills involved in the creation of original works of art. The standards introduce a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society. Students will continue to maintain a portfolio and select representative work to take to the next level of study.

Visual Communication and Production

- AII.1 The student will expand the use of a sketchbook/journal by adding preliminary sketches, finished drawings, critical writings, and class notes.
- AII.2 The student will demonstrate the ability to evaluate and select works of art for an expanded portfolio.
- AII.3 The student will demonstrate effective use of the elements of art and the principles of design in a variety of art media.
- AII.4 The student will use technology to create and manipulate images.
- AII.5 The student will demonstrate proficiency in the use of an expanded range of art media.
- AII.6 The student will use historical subject matter and symbols as inspiration to produce works of art.
- AII.7 The student will employ the visual problem-solving process in the production of original works of art.
- AII.8 The student will adhere to ethical procedures when producing works of art.
- AII.9 The student will select and prepare both two-dimensional and three-dimensional works of art for display.
- AII.10 The student will identify characteristics of works of art that are presented as a series or sequence.
- AII.11 The student will identify artists and visual arts resources within the community.
- AII.12 The student will demonstrate an understanding of an art career through oral or written communication.

Cultural Context and Art History

- AII.13 The student will identify works of art and artistic developments that relate to historical time periods and locations.
- AII.14 The student will discuss or write about art history using an expanded art vocabulary.
- AII.15 The student will identify and examine works of art in their historical context and relate them to historical events.

- AII.16 The student will describe distinguishing features in works of art which may be used to differentiate among a variety of historical periods and cultural contexts.
- AII.17 The student will examine and discuss societal conditions that influence works of art.
- AII.18 The student will identify and analyze the function and meaning of a work of art or an artifact in its original context.
- AII.19 The student will describe symbols present in works of art in relation to historical meaning.

Judgment and Criticism

- AII.20 The student will describe, analyze, interpret, and judge works of art using an expanded art vocabulary.
- AII.21 The student will use an expanded art vocabulary to assess personal works of art in terms of effectiveness in the communication of ideas.
- AII.22 The student will demonstrate, orally and in writing, the ability to interpret and compare historical references found in original works of art.
- AII.23 The student will identify and analyze characteristics of works of art that represent a variety of styles.
- AII.24 The student will participate in class critiques and criticisms based on one or more established models (e.g., Feldman, Broudy, Barrett).
- AII.25 The student will describe how the perception of quality in works of art has changed over time.

Aesthetics

- AII.26 The student will examine, compare, and contrast aesthetic ideals throughout history.
- AII.27 The student will discuss how responses to the natural environment differ from responses to the man-made or constructed environment.
- AII.28 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and artifacts.
- AII.29 The student will support opinions by reasoned processes using an expanded art vocabulary.
- AII.30 The student will describe, refine, and organize personal ideas about the aesthetic qualities of a work of art.
- AII.31 The student will research and investigate the intentions of those who created specific works of art.
- AII.32 The student will investigate and demonstrate that art can be viewed from a variety of aesthetic stances.

Art III: Advanced Intermediate

The standards for Art III: Advanced Intermediate continue the emphasis on development of abilities to organize and analyze visual arts content, concepts, and skills in creating works of art. The focus on art history, critical evaluation, and aesthetics is increased, and includes cultural and stylistic issues and creative problem solving. Study at this level affords students the opportunity to develop a personal direction in the production of their works of art or to further academic study in the visual arts. Selected works of art and other products will be added to the portfolio and carried forward to the next level of study.

Visual Communication and Production

- AIII.1 The student will maintain a sketchbook/journal that demonstrates research, fluency of ideas, concepts, media, and processes.
- AIII.2 The student will maintain a portfolio that demonstrates the ability to select work objectively, based on technical skill, personal style, direction, and intended purpose by
 - 1. developing an area of concentration; and
 - 2. editing and updating the portfolio to take to Art IV.
- AIII.3 The student will produce works of art that integrate a consistent knowledge of the elements of art and the principles of design.
- AIII.4 The student will use technology to create works of art that integrate electronic and traditional media.
- AIII.5 The student will develop a series or sequence of related works of art.
- AIII.6 The student will develop skill, confidence, and craftsmanship in the use of media, techniques, and processes to achieve desired intentions in works of art.
- AIII.7 The student will use knowledge of art styles, movements, and cultures as inspiration to produce works of art.
- AIII.8 The student will demonstrate initiative, originality, fluency, commitment to tasks, and openness to new ideas in the creation of works of art.
- AIII.9 The student will maintain a high-level of integrity in ethical procedures when producing works of art.
- AIII.10 The student will present and display works of art as part of the artistic process by
 - 1. selecting;
 - 2. preparing for display;
 - 3. presenting the exhibition; and
 - 4. participating in a group assessment of the exhibition.
- AIII.11 The student will analyze a selected career opportunity in art, identifying the training, skills, and plan of action necessary for realizing such a professional art goal.

Cultural Context and Art History

- AIII.12 The student will research and analyze art styles and cultures related to portfolio development.
- AIII.13 The student will compare and analyze relationships between styles or cultures using an expanded art vocabulary.
- AIII.14 The student will identify the distinguishing features that place a work of art within a particular style, region, or period.
- AIII.15 The student will analyze and discuss the influences of one culture upon another.
- AIII.16 The student will describe the relationship between form and function as it relates to culture and style.
- AIII.17 The student will categorize works of art by styles and cultures.

Judgment and Criticism

- AIII.18 The student will use an expanded art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.
- AIII.19 The student will write a critique of a work of art assuming the point of view of one of the following aesthetic stances: formalist, imitationalist, expressionist, or contextualist.
- AIII.20 The student will compare and defend two or more points of view regarding a work of art.
- AIII.21 The student will participate in developing criteria for a class critique.
- AIII.22 The student will analyze the attributes of a work of art in terms of its ability to evoke a viewer response and command sustained attention.

Aesthetics

- AIII.23 The student will analyze the changes in aesthetic sensibilities that result from the influence of one culture upon another.
- AIII.24 The student will research, compare, and contrast the aesthetic ideals of two or more artists.
- AIII.25 The student will demonstrate in writing the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.
- AIII.26 The student will debate the perceived intentions of those creating works of art.
- AIII.27 The student will study, describe, analyze, and interpret the aesthetic qualities of works of art.
- AIII.28 The student will defend multiple points of view regarding works of art.
- AIII.29 The student will describe the effects that works of art have on groups, individuals, and cultures.

Art IV: Advanced

The standards for Art IV: Advanced Art reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills, and the student-directed approach at this level richly enhances personal expressive abilities. Visual communication and production, cultural context and art history, judgment and criticism, and aesthetics remain the foundation areas of the standards, and an advanced level of performance in each is necessary. The students will continue to maintain a portfolio, and the culminating portfolio must give evidence of quality, concentration, and breadth of work produced throughout the high school art program.

Visual Communication and Production

- AIV.1 The student will maintain a self-directed sketchbook/journal demonstrating independent research directly related to studio work.
- AIV.2 The student will demonstrate mastery through a culminating portfolio that exhibits quality, concentration, breadth of experience, technical skill, and development over time in the following areas:
 - 1. works of art that exhibit an understanding of human anatomy, composition, and spatial relationships;
 - 2. a comprehensive concentration that exhibits in-depth grasp of composition, technical skill, and personal style; and
 - 3. examples of two-dimensional and three-dimensional works extensive enough to show a knowledge of space, form, and function throughout the portfolio.
- AIV.3 The student will consistently demonstrate an advanced level of knowledge of the elements of art and the principles of design in works of art.
- AIV.4 The student will select and use appropriate technology and electronic media for personal expressive works of art.
- AIV.5 The student will demonstrate confidence, sensitivity, and advanced skill in applying media, techniques, processes, and craftsmanship to achieve desired intentions in works of art.
- AIV.6 The student will select among a range of subject matter, symbols, meaningful images, and media to consistently communicate personal expression.
- AIV.7 The student will use experimental techniques to reflect a personal, creative, and original problem-solving approach.
- AIV.8 The student will demonstrate personal responsibility and integrity for ethical procedures including copyright laws when producing works of art.
- AIV.9 The student will present and display works of art as part of the artistic process by
 - 1. selecting works of art for display;
 - 2. preparing for display;
 - 3. publicizing the exhibition;
 - 4. presenting the exhibition; and
 - 5. completing a self-evaluation of the exhibition.

AIV.10 The student will refine a series or sequence of related works.

AIV.11 The student will evaluate careers in the visual arts in relation to personal skills, art aptitudes, and interests.

Cultural Context and Art History

AIV.12 The student will select, research, and analyze artists and works of art related to personal areas of concentration in art.

AIV.13 The student will use an extensive, high-level art vocabulary to analyze, evaluate, and interpret meaning in the work of selected artists.

AIV.14 The student will describe where, when, and by whom specific works of art were created.

AIV.15 The student will compare and analyze perceived relationships between the features in works of selected artists and personal works of art.

AIV.16 The student will identify the influences of selected artists on society and culture.

AIV.17 The student will justify choices and influences from art history reflected in personal works of art.

AIV.18 The student will discuss how the function and intended meaning of personal work is a reflection of contemporary culture.

AIV.19 The student will develop personal symbols and incorporate them in works of art.

Judgment and Criticism

AIV.20 The student will consistently use an extensive, high-level art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.

AIV.21 The student will write a personal critique of a current art exhibition.

AIV.22 The student will identify, analyze, and apply a variety of criteria for making visual judgments.

AIV.23 The student will demonstrate the ability to conduct an effective critique.

AIV.24 The student will critically view the quality and expressive form of works of art as a source of inspiration and insight and potential contribution to personal works of art.

Aesthetics

AIV.25 The student will explain how experiences and values affect aesthetic responses to works of art.

AIV.26 The student will discuss in writing the application of criteria for making visual aesthetic judgments to personal works of art.

- AIV.27 The student will analyze and discuss relationships between works of art in terms of opposing aesthetic views.
- AIV.28 The student will study, analyze, interpret, and relate the aesthetic qualities of other works of art to personal work.
- AIV.29 The student will justify personal perceptions of an artist's intent through visual clues and research.
- AIV.30 The student will discuss in writing the impact of contemporary art on the development of a personal style.



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